Jessica Forgety

Central Focus: Geometry Solid Shapes

Grade: K

**Common Core Standard:**

Geometry K.G

**Identify and describe shapes (squares, circles, triangles, rectangles,**

**hexagons, cubes, cones, cylinders, and spheres).**

1. Describe objects in the environment using names of shapes, and

describe the relative positions of these objects using terms such as

*above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

2. Correctly name shapes regardless of their orientations or overall size.

3. Identify shapes as two-dimensional (lying in a plane, “flat”) or threedimensional

(“solid”).

**Analyze, compare, create, and compose shapes.**

4. Analyze and compare two- and three-dimensional shapes, in

different sizes and orientations, using informal language to describe

their similarities, differences, parts (e.g., number of sides and

vertices/“corners”) and other attributes (e.g., having sides of equal

length).

5. Model shapes in the world by building shapes from components (e.g.,

sticks and clay balls) and drawing shapes.

6. Compose simple shapes to form larger shapes. *For example, “Can you*

*join these two triangles with full sides touching to make a rectangle?”*

*Objectives:*

***Lessons:***

1. Learn the names for the solid shapes, cube, cone, cylinder, and sphere.

Pre Assesment Think Form Share <http://www.tncurriculumcenter.org/resources/16:think-ink-pair-share>

Students will receive cards with names of shapes. Students will be asked to make the shape with play dough, show a partner and talk about what they formed.

Formative: Directed Paraphrasing <http://www.tncurriculumcenter.org/resources/23:directed-paraphrasing-say-it-again>

Students will hold their playdough shape and explain its definition as though they were describing what the shape is to one of the preschoolers.

Summative: <http://www.tncurriculumcenter.org/resources/39:tuning-protocol>

Tuning Protocol. Students make shape and show it. Are questioned. Classmates respond.

1. Name solid shapes in our classroom environment.

Pre-assessment: Carousel Brainstorm <http://www.tncurriculumcenter.org/resources/9:carousel-brainstorm>

Ask students to locate cubes in house keeping, cylinders in math center, etc. Send them around in rotating groups.

Formative: How do I know what I know? <http://www.tncurriculumcenter.org/resources/25:how-do-i-know-what-i-know>

Students will write and draw what they know in response to questions on sheet.

Summative: Card Sort

<http://www.tncurriculumcenter.org/resources/8:card-sort>

Students will sort shapes

1. Identify the difference between two and three dimensional shapes.

Pre-assessment: Consensogram <http://www.tncurriculumcenter.org/resources/10:consensogram>

Is this shape two deminisional or three deminisional?

Triangle, on paper and example. Cube, on paper and example. Sphere, on paper and example. Square, on paper and example.

Green star-3deminisional, Red star-2 deminisional

Formative:

Think Diagram <http://www.tncurriculumcenter.org/resources/35:thinking-diagram>

Ask students to compare two and three deminisonal shapes.

Summative:

Vee Diagram with 3 diminsional on one side and 2 deminisional on the other. <http://www.tncurriculumcenter.org/resources/38:vee-diagram>